

CTE Standards Unpacking
Introduction to Financial Services

Course: Introduction to Financial Services

Course Description: This course focuses on the banking and financial industries including an understanding of economics as the underlying basis of the transfer and growth of money in our system. Students will gain knowledge of the securities, banking, and insurance industries with information that will not only help them to be a better consumer but also help them to make decisions about careers in the various fields of finance. The course provides information on financial planning and counseling and how it relates to financial services.

Career Cluster: Finance

Prerequisites: None

Program of Study Application: Introduction to Financial Services is a cluster course within the Finance Cluster. Introduction to Financial Services would be preceded by a Foundation Course and would prepare a student to enter any of the pathways within the Finance Cluster.

INDICATOR #IFS 1: Explain how economics relates to the banking and financial industries.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Describe the role of the Federal Reserve and how interest rates affect the economy.		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Explain inflation, deflation, recession, depression and their impact on the banking and financial industries.		
Knowledge (Factual): -Knowledge of the Federal Reserve System -Parts of the economic business cycle -Inflation -Deflation -Recession -Depression	Understand (Conceptual): -Understand concept of compound interest and the importance of the -Time Value of Money impacts wealth accumulation -Understand the role of the Federal Reserve System in banking and financial systems -Impact of a recession or depression on the economy	Do (Application): -Research economic business cycles in history and the effect on consumers -Research how the Federal Reserve System affects the US economy

Benchmarks:

Students will be assessed on their ability to:

- Accurately define the content vocabulary
- Calculate compound interest and the time value of money in selected scenarios
- Analyze a case study involving major economic change

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

K-12.E.1 Students will apply the fundamental economic ideas and concepts associated with the study of economics.

K-12.E.3 Students will analyze the ways government can impact the market.

A.CED.2 Create equations in two or three variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

Sample Performance Task Aligned to the Academic Standard(s):

-Research a time when a Federal Reserve decision affected the US Economy

-Present a case study on a historically significant time in economics

-The student could calculate the amount of money accumulated through investment or to be paid back in loan repayment as it relates to interest rate.
 $A(t) = A_0(1+r)^t$

INDICATOR #IFS 2: Analyze investment opportunities as they relate to the financial industry.

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Explain the structure of the securities market.

SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Differentiate mutual funds, corporate, and government bonds as they relate to investing.

Knowledge (Factual):

-General knowledge of the securities market and the US stock exchanges

-Knowledge of mutual funds, corporate bonds, and government bonds

Understand (Conceptual):

-How stock exchanges vary
-How the market fluctuates

-How investment tools differ

Do (Application):

-Determine the profitability of mutual fund companies

-Describe the characteristics of corporate bonds and government bonds

-Steps in executing a stock transaction		
-Bull vs. Bear Markets		
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Complete a stock and mutual funds simulation • Analyze securities market and investment tools 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 9-10.SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Sample Performance Task Aligned to the Academic Standard(s): -Participate in a class discussion on the characteristics of corporate bonds, convertible bonds, treasury bills and bonds, saving bonds, and municipal bonds.	

INDICATOR #IFS 3: Examine the various types of insurance handled in the financial industry.		
SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Discuss property and casualty insurance.		
SUB-INDICATOR 3.2 (Webb Level: 2 Skill/Concept): Compare types of life insurance policies.		
Knowledge (Factual): -Knowledge of different types of insurance -Vocabulary related to property, casualty, and life insurance policies	Understand (Conceptual): -How insurance protects businesses and consumers	Do (Application): -Explore the characteristics and importance of various insurance coverages -Explain the use of riders and endorsements within insurance policies -Distinguish between different types of life insurance

Benchmarks:

Students will be assessed on their ability to:

- Students can compare and contrast different types of insurance policies and determine which policy has the best fit and/or is most cost effective.
- Students can verbalize the purpose of insurance and the different types of insurance available.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

9-12.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

9.12.C.5.4 Demonstrate the ability to make informed decisions through use of multiple credible sources.

Sample Performance Task Aligned to the Academic Standard(s):

-Construct a graph comparing the different types of insurance.

-Prepare a presentation comparing and contrasting types of life insurance policies.

-Compare 2-3 different types of life insurance to determine best cost and fit for an individual.

INDICATOR #IFS 4: Examine financial planning and counseling and how it relates to financial services.

SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Identify successful strategies to help individuals/families achieve financial goals.

SUB-INDICATOR 4.2 (Webb Level: 1 Recall): Discuss the importance of confidentiality when working one-on-one with individuals/families as they work through their financial challenges.

SUB-INDICATOR 4.3 (Webb Level: 1 Recall): Explain the importance of avoiding consumer fraudulent activities and the importance of consumer ethics.

Knowledge (Factual): -SMART (Specific, Measurable, Achievable, Realistic, Timely) goal setting model. -The role of a fiduciary -Identity theft -Consumer Fraud -Standards of Confidentiality within the industry	Understand (Conceptual): -Needs of individuals and families at various lifecycle stages. -How debt management impacts financial security. -How credit scores impact access to financial services -How consumer fraud impacts consumers	Do (Application): -Research legal aspects of confidentiality -Apply ethical decision making to financial planning scenarios. -Communicate steps for avoiding and dealing with identity theft -Read a credit report/score
--	---	---

Benchmarks:

Students will be assessed on their ability to:

- Identify three strategic financial goals for a potential client
- Identify instances of confidentially breach and the possible repercussions to the customer and financial service.
- Critique how consumer financial choices (opening a new line of credit, closing accounts, late payments) affect credit scores.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Sample Performance Task Aligned to the Academic Standard(s): -Create a podcast or presentation applying concepts for consumers to avoid and deal with identify theft.
--	---

INDICATOR #IFS 5: Explain industry, consumer and career practices.

SUB-INDICATOR 5.1 (Webb Level: 1 Recall): Identify the difference between banks and credit unions.

SUB-INDICATOR 5.2 (Webb Level: 2 Skill/Concept): Describe the loan process.

SUB-INDICATOR 5.3 (Webb Level: 2 Skill/Concept): Explore career-ready practices.

Knowledge (Factual): -Banks -Credit unions -Loan process -(FDIC) Federal Deposit Insurance Corporation -NCUA (National Credit Union Association) -FSLIC (Federal Savings and Loan Insurance Corporation) -Amortization schedule -Professional Workplace Skills -Careers in the financial industry	Understand (Conceptual): -How insured deposits protect consumers -How financial institutions make money -How collateral and cosigners impact loan eligibility -How borrowing money impacts consumers -How debt to income ratios are determined	Do (Application): -Explore ways to establish and maintain a good credit rating -Compute how various loan terms effect monthly payments -Compare career opportunities in the financial industry based on trending data and geographic location
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Demonstrate appropriate and inappropriate forms of professionalism for employees in the financial services field • Create a Venn Diagram illustrating differences between banks and credit unions • Apply steps of loan process procedures. • 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Sample Performance Task Aligned to the Academic Standard(s): Create a video showing appropriate and inappropriate forms of professionalism for employees in the financial services field.	

Additional Resources

Stock Market Game - <https://www.stockmarketgame.org/>

Learn Taxes on Line - <https://www.irs.gov/individuals/link-learn-taxes>

Online Certification - <https://www.financialeducatorsCouncil.org/financial-literacy-certification/>

South Dakota Banking Regulations - <http://dlr.sd.gov/banking/default.aspx>

Careers in Personal Finance - <https://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>

Savings Calculator - <http://www.bankrate.com/calculators/savings/simple-savings-calculator.aspx>

Securities License - <https://www.sec.gov/fast-answers/answers-series7htm.html>